

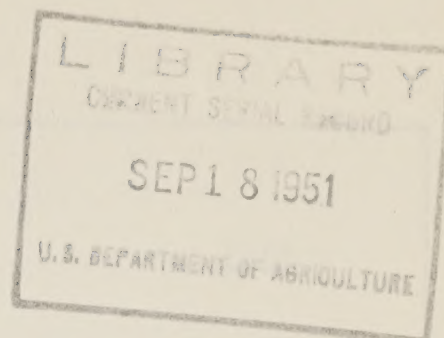
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Report of the Graduate School

1950

United States Department of Agriculture  
Washington, D. C.





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UNITED STATES DEPARTMENT OF AGRICULTURE  
GRADUATE SCHOOL  
WASHINGTON 25, D. C.

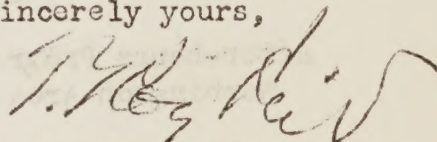
January 12, 1951

Hon. Charles F. Brannan  
Secretary of Agriculture

Dear Mr. Secretary:

As the report on its stewardship of the United States Department of Agriculture Graduate School for the year ended August 31, 1950, the General Administration Board submits herewith the "Report of the Director of the Graduate School, 1950".

Sincerely yours,



T. Roy Reid, Chairman  
General Administration Board

UNITED STATES DEPARTMENT OF AGRICULTURE  
GRADUATE SCHOOL  
WASHINGTON 25, D. C.

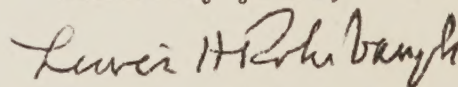
January 10, 1951

Mr. T. Roy Reid, Chairman  
General Administration Board

Dear Mr. Reid:

In accordance with the regulations governing the United States Department of Agriculture Graduate School, I submit the Annual Report for the year ended August 31, 1950.

Sincerely yours,



Lewis H. Rohrbaugh  
Director



# REPORT OF THE DIRECTOR OF THE GRADUATE SCHOOL, 1950

## INTRODUCTION

As the Graduate School enters its 30th year its background, development and service are exemplified by these comments from reports of Secretaries of Agriculture spanning more than half a century.

### 1898 REPORT OF THE SECRETARY OF AGRICULTURE

James Wilson

"After graduation...at agricultural colleges, the Divisions of the Department of Agriculture might be opened in post-graduate study in special lines... We can direct the studies...and when the Department requires help...these young scientists will be available."

### 1921 REPORT OF THE SECRETARY OF AGRICULTURE

Henry C. Wallace

"Graduate Work in the Department... Although just getting under way this increased opportunity is already being reflected in the greater enthusiasm and loyalty of the workers within the Department. The most hopeful aspect of the situation, however, is the fact that ambitious students of the best institutions are again becoming interested in the possibilities and opportunities of Government service."

### 1947 REPORT OF THE SECRETARY OF AGRICULTURE

Clinton P. Anderson

"The Graduate School has become a unique agency, at once an educational and service institution. First, it serves to develop and coordinate resources of the Department for educational needs; and secondly, it functions as a link between the Department and other educational institutions which can use the Department's facilities and resources to advantage in training young men and women."

### 1950 STATEMENT OF THE SECRETARY OF AGRICULTURE TO THE PRESIDENT'S ADVISORY COMMITTEE ON MANAGEMENT IMPROVEMENT

Charles F. Brannan

"Solid accomplishments in management improvement do not result from a flash campaign. Much training is involved. I wish to mention at this point that the US Department of Agriculture Graduate School has performed invaluable service in this particular field for many years. ...While it serves the entire community it particularly facilitates the recruitment of able personnel for the Department of Agriculture."





## I. ADMINISTRATION

For the Graduate School's contribution to improvement of the service and the increasing of employee usefulness, there is much to be said. The School is and will continue to be a pliable many-sided means to an ever enlarging end. Its chief characteristic is a fluidity, an adaptability to meet changing conditions and needs. Because its program is not stabilized, fixed, the School concentrates heavily on continuous self-examination by committees of faculty members and other experts, as regards both administration and program. After these regular analyses of findings are made, adjustments dictated by them are put into effect. Continuing flexibility to meet current needs has been and will be the Graduate School's chief distinguishing characteristic.

The Graduate School is a business, but a business with a soul. It has certain property and other assets, but because its business is education, the dividends it pays are improvement of the Service and the increased usefulness of employees. Moreover, financially the School continued to pay its way as it goes. The supplementary financial report contains the annual audit and detailed analyses of fiscal operations.

Findings of two management improvement studies have been concluded and are to be initiated at the beginning of the 1951 fiscal year. The first is an arrangement under which all educational and some financial records will be kept on IBM machines. The second, on recommendation of the Committee on Internal Audit, will include: modification of the accounting system which at the same time will provide related budget controls; revised cash control procedure to centralize receipts handling, to separate receiving and disbursement processes; and revised purchasing and receiving control systems. Both projects will give greater efficiency and savings.

Major administrative changes included the appointment, by the Secretary of Agriculture, of Assistant Secretary Knox T. Hutchinson to the General Administration Board to replace Under Secretary Albert J. Loveland upon the latter's resignation from the Department, and the appointment of two new department heads. Earl W. Loveridge, Assistant Chief of the Forest Service, succeeded William G. Finn, Production and Marketing Administration, as Chairman, Department of Public Administration, and Ralph R. Shaw, the Librarian, succeeded Lester A. Schlup, Extension Service, as Chairman, Department of Languages and Literature.

Legislation creating a USDA Graduate School and Training Center was submitted in April 1949 by the Department to the Bureau of the Budget but has not yet been cleared by that agency. Among other provisions are those which would enable the Department through cooperation with land-grant and other institutions to emphasize meeting educational needs of the field service, and in general aid in furtherance of a



sound career system. In December members of the General Administration Board, and its Committee on Long-Range Plans, including representatives of the land-grant schools and of the Office of Education, discussed with Bureau of the Budget officials points raised by the latter on a few minor provisions. By mutual agreement the Department in February 1950 submitted revised legislation omitting the provisions in question.

The broad and varied operations of the Graduate School involve a wide range and diversity of administrative problems. The staff offices of the Secretary are to be commended on the vigorous manner in which each in its respective field has continued to carry forward its responsibilities in connection with the Graduate School. Because of its administrative and educational uniqueness and achievements, the Graduate School continued to receive visits from representatives of foreign governments and other groups interested in studying the origin and operation of the School.

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## II. INSTITUTIONAL PROGRAMS

### After-hours Programs in the Washington Area

A widening shoal of educational institutions of various types serves Government and other workers in the Washington area. Several of the larger institutions have initiated or expanded programs directed specifically towards federal employees. Notable in this group are the University of Maryland, which now operates off-campus programs in several agencies, and American and George Washington Universities, which give late afternoon and evening instruction at their convenient downtown locations. In 1949 University of Virginia's Extension Division opened a Northern Virginia University Training Center, in Arlington. In the fall of 1950 George Washington University is to open an off-campus division, which it indicates will provide courses both educational and recreational, open to all races.

Up to a point the stimulation of competition among educational institutions is salutary. Beyond that point, too often resources are spread too thinly over many fields and, more important, inadequate coverage results in certain other subject matter areas. In many fields this descriptions fits the educational situation in the Washington area. Were it possible to place first the educational needs of those served and then for the institutions concerned to work cooperatively to serve those needs, the educational resources of the Washington area, their extent and their quality, could be improved many-fold.

In 1946 the concerned federal agencies joined forces in an Interdepartmental Advisory Committee on Scientific Personnel, which served also in certain advisory capacities to the Civil Service Commission, in an attempt to coordinate and thus enlarge and enrich educational resources in the Washington area. It is perhaps an understatement to say that this group, while succeeding easily in enlisting the cooperation of federal agencies and of one or two educational institutions, failed completely of its major goal. The problem remains. So do the potential opportunities.

Most educational institutions have areas needing much improvement. The Graduate School fits with ease into this general category. The President's Commission on Higher Education some years ago, and many other groups before and since, indicated common problems needing attention in varying degrees of urgency. One problem of valuation always facing institutions is to determine, once a course in one direction on a given problem has been undertaken, how effective a job is being done. Institutions traditionally lack means of effective self-appraisal.



One obvious tangent is evaluation by faculty and students, singly and in concert, of such factors as teaching, courses, facilities and the like. A number of institutions explore facets of this problem, although even this much is uncommon. An interesting appraisal of course content and instruction issued annually at Yale University is an informal publication "Critique of the Humanities" which in frank and detailed fashion summarizes comments of some 2500 students and 250 faculty members on individual courses and instructors.

The Graduate School achieves a fair amount of self-appraisal. The annual reevaluation of courses, and instructors, by the departmental and associated committees, in many cases in community with the concerned faculty groups, is the most notable example. Along what from some standpoints might be called a more scientific approach are two other examples.

One is an evaluation of the quality of our graduate resident instruction in comparison with similar work at other institutions. This study was made under supervision of the Bureau of Agricultural Economics and involved appraisals by present graduate students and instructors of graduate level courses, and by former graduate students and former instructors of graduate level work now teaching similar work at other institutions. The study and its results were presented in the 1949 "Report of the Committee on Long-Range Plans". Overall, the quality of instruction here compared very favorably. Points indicated as in most need of improvement were, in the order noted: 1) classroom facilities; 2) preparation and organization of material by instructor; and 3) presentation of course material to students. The study, of course, had a follow-through geared to its findings.

A second channel used each year is questionnaire measurement of student opinion. Particular attention is directed to new instructors and new courses. Survey results are given to the concerned departmental committees and to the individual instructors involved, and in those instances where additional attention is dictated, it is given. Here are what 1950-pollled students answered anonymously. In response to the question of whether training received reflected what Bulletin descriptions of given courses promised, 78% said "yes"; 15.5% answered "in part"; 1.5% gave an unequivocal "no". On comparable (with other institutions attended) difficulty of the courses, 3.5% considered our courses "very hard"; 27.5% "hard"; 55% "average"; 6% "easy" and 0.5% "very easy".

As to organization of course material, 73.5% felt it "well organized" while 16.5% thought it "loosely organized" and the remaining respondents gave answers too indefinite for classification. Use of class time was judged by 59.5% to be "well-planned" while 7% felt more lectures were needed and 27.5% believed less lectures and more class participation to be preferable. One of the final survey questions asks if the respondent would recommend the course to an intimate. To this 76.5% answered "yes"; 14% said "yes, with reservations"; and 2% answered "no".

The nature of the after-hours program dictates that academically instead of prerequisites for admission to the Graduate School there shall be general prerequisites for admission to graduate or undergraduate courses with specific prerequisites for each course. Asked to indicate whether they had met prerequisites in all respects only 1.5% indicated they had not. These and related evaluative data as well as a variety of other significant statistics on education in the Graduate School are given in detail in the supplement to this report, entitled "Report on Educational Statistics, 1950".

For overall appraisal if one were forced, which we fortunately are not, to rely exclusively on one tool, that gauge would be the traditional one which places every Graduate School course in the position of an elective. Even then the comparison with more normal educational situations is not clearly parallel. Plainly put, that bench mark is the fact that 1) if potential students are not attracted they do not register and 2) having registered, if they find the results unsatisfactory they either discontinue attendance or fail to register for another course.

### Students

Individual enrollment in 1950 totaled 4672, slightly less than that for 1949. The number of registrations was above that for the year prior, meaning that more courses per student were taken in 1950.

Of registration factors analyzed each year perhaps the most significant is that of motivation. The reasons why students take work here continue from year to year to present approximately the same pattern. This year 36.4% were interested primarily in qualifying for advancement; 28.4% in improving performance; 23.5% for cultural and general reasons and 17.1% had as their first objective work towards a degree (for example 106 Ph.D. candidates and 203 MA or MS candidates) or towards one of our certificates of accomplishment (403). These proportions add to slightly more than 100% because some, having dual motives, checked both items in furnishing information. It is interesting to note that during this year a similar study of motivation of graduate students (as contrasted in our case with both graduate and undergraduate) at a large and strong midwestern university not in a metropolitan center gave results roughly identical.

The largest percentage of students continues to be in the 20-35 year range and in this group the majority were between 26 and 30 years. The overall variation, however, was shown by 41 students over 60 years and 107 under 20 years. Also as in the past, job levels in the GS 3-5 range predominated, though overall range was well represented by, on the one hand, many in GS-1, and on the other, 38 GS-14's and 12 GS-15's. Sex ratio was about even with 53% male and 47% female. Educational background variations are illustrated by, at one extreme, a number of students who lacked college degrees and, at the other, the many possessing advanced degrees.



As to source of students an interesting trend occurred. Until the last two years more students came from Agriculture than any other agency. Then somewhat to our surprise those from Navy numbered more in 1948 and 1949. In 1950 Agriculture again moved into its usual role. In the Department, bureau representation presented an interesting picture, particularly when taken in proportion to total bureau employment. On this basis, in terms of registrations (not individuals) the proportion by bureaus were in this partial ranking in descending order: Library, with Rural Electrification Administration a close second, followed by Office of the Administrator - Agricultural Research Administration, Office of Foreign Agricultural Relations, Extension Service, Human Nutrition and Home Economics, and Forest Service.

### Faculty

One of the most pleasant working relationships in Graduate School operations is that among administration, faculty and committees. There are many if not most of the positive points present in our academic situation and few of the negative points which in so many institutions reflect an ever present turmoil. There are, of course, clear reasons for this situation.

For example, job tenure and general security frequently are points of dominant concern among university faculties. This is natural, for few institutions can and do compensate teachers adequately thus providing for satisfaction in one of man's basic concerns. This concern, while it may well exist is absent from the teacher's relationship to the Graduate School. Instead, the Graduate School relationship, if only by this fortuitous circumstance, embraces most of those factors which comprise the best in teaching. So frequently is the observation made by an instructor that he is getting more out of the course than the students that it has become almost a saw. Another commentary on the salutary circumstances which permit major focus on education per se and a testimony to the belief in education as a continuing life-long process is the high proportion of faculty, committee and administrative staff members who themselves are enrolled in courses here. The administration encourages this by the removal in such cases of all fees except a small registration fee.

One of the negative factors present in contrast to the usual institutional situation is the infrequency of contact among faculty. That most staff members are part-time employees makes difficult the development of an active community of spirit and cohesiveness. The Graduate School program is indeed education per se. But the absence of educational sideshows, however, is in part balanced by lack of any of the social groupings which in the larger educational community environment make or can make for the cohesiveness and interest which are as integral parts of college education as the instruction itself.



In September a faculty-committee dinner, planned and run by a committee of faculty members and the first affair of its kind, served to launch the 1950 school year effectively. Meetings of departmental and associated committees and related faculty groups through the year helped to get at this point of belongingness. So did a revised Newsletter which began publication the same fall, in the form of a personalized letter from the Director. This latter resulted from a careful study by the Committee on Information.

### The Departments

Space prevents reference to more than a highlight or typical activity in connection with each department.

An outstanding course in this department was the graduate seminar on Biological Sciences Virus Diseases of Man and Animals, centering on recent advances and practical applications in research and clinical fields.

This department continued to increase emphasis on the channels of communication. By popular demand, four courses in Languages and Literature feature and other writing were added to the program. In cooperation with Columbia University's noted School of Library Services a paid lecture series was offered on "Post-War Library Trends" which drew more than 200 professional librarians from the Washington area.

A faculty-committee group completed a course-program appraisal, particularly directed to statistics; implementation will take at least two years. Also completed was a study of readjustments in the Internships in Sampling program - unique opportunities for Mathematics and Statistics combining advanced study with practical sampling experience. It becomes effective next year. The department agreed to a request by the Inter-American Statistical Institute to present next year a special orientation course for Latin-American interns. The department points with special pride to a statement in the report of the Statistical Task Force of the Hoover Commission on Organization of the Executive Branch that "...the statistical training to be had in the Graduate School of the Department of Agriculture is the equivalent of that in the better universities..."

This department submits this vignette of its work. In 1941 Anne Paniczko, a Government secretary, enrolled in its advanced reporting (shorthand) courses. In 1947 in a special Jefferson Auditorium ceremony she was awarded the Gregg Diamond Medal for speed and Office Techniques and Operations accuracy, one of 218 persons in the world ever to have won the medal. In 1949 Miss Paniczko was appointed to the faculty. A report on her advanced shorthand class this year noted that by the end of the course, of 24

students 11 had won one or more medals for official speed and accuracy tests while 3 had been awarded the coveted Grogg Expert Medal. In the late summer, as a result of a competitive examination, Miss Paniczko was appointed Official Court Reporter, Municipal Court, District of Columbia.

The first year was completed of a limited program in geology, offered in cooperation with US Geological Survey and given in the Survey's well-equipped laboratories. This strictly graduate program is an outgrowth of recommendations by a 1946 Conference on Earth Sciences, sponsored jointly by the National Research Council and the Graduate School and composed of representatives of universities and federal agencies. It is designed to enable employees to continue graduate work while stationed in Washington.

Physical  
Sciences

Here, too, 1950 saw completion of the first year of a new program. It was the department's program of general administration developed by a national committee of university, industry and government representatives. The accounting program for 1951 has had some shifts as the result of review, by the Committee on Commercial and Governmental Accounting, designed to ensure conformation of the courses with latest trends in commercial and government accounting practices. A timely publication just issued by the School, and mentioned on page 14, is based on a lecture series presented by this department.

Public  
Administration

This department's Division of Human Relations, in cooperation with the Department of Mathematics and Statistics, has developed and for 1951 will introduce an expanded course program in population. Geared to the 17th Decennial Population Census and to the proposed world census, the program will constitute a wider range of offerings than exists at any other academic institution. This department is to be commended for attempting to provide for employees phases of liberal education which at once help to remove fear and superstition and to enable the individual to look at the troubled world around him with a calm eye. Courses such as those on Man and Society in the American Tradition, Sociology and Psychology of Group Relations, and Contemporary National Cultures are cases in point.

Social  
Sciences

The group in the developing field of cooperative extension education has done pioneering work. Thus the course on "Basic Evaluation, Research Methods and Techniques" first offered here in 1947 is now considered basic in extension education and is given each summer at the 4 regional schools for extension workers.

This department submits as an example of the pointed timeliness of Graduate School curricula the course in Fundamentals of Telephony which in cooperation with Rural Electrification Administration it offered in the spring of 1950,



shortly after passage of the new act charging REA to develop a rural telephone program. So strong was the need for their services that some students were being sent to field assignments even before completing the course. Finishing its second year, the Technology new program of the Division of Surveying and Mapping is already due for adjustments and expansion in 1950, under its extremely active committee representing all federal agencies concerned with such work. The division advised with an Ohio State University representative here to study the program preparatory to instituting a similar one in OSU's Department of Civil Engineering. Pietro Lazzari, instructor in painting, spent most of the year in Italy studying early Christian art on a Fulbright grant.

### Official-hours Programs

In contrast with after-hours programs, the in-hours courses are quite limited so far as numbers and size are concerned. However, they are as much or more varied in nature. These examples will illustrate. In cooperation with Forest Service two courses or schools in statistical methods and design were given for selected Forest Service employees from field research stations. Of twelve-weeks duration, these courses are given annually to enable field employees to study applications of statistical methods to Forest Service research work.

In a quite different area was a Workshop in Television Programing offered in cooperation with the Office of Information. Begun in 1948-49 as an after-hours course, this workshop focused on the expanding role of television in disseminating agricultural and consumer information. It served too as a means of reporting and interpreting two years experience in RMA cooperative research. At still another extreme, and in one sense not in the same general category, were courses in principles of meteorology and related work given this summer for a group of Turkish students in preparation for meteorological study at University of Chicago and on-the-job training at Weather Bureau installations. The students were here under an ECA contract with Weather Bureau.

### Correspondence Study Program

Using BAE-developed survey techniques the Committee on Correspondence and Extension Study completed in the fall of 1949 its sampling study of the experience and wishes, as regards correspondence study, of a 16.5% sample (some 8,000) of the Department's employees outside Washington. The study was done by each bureau for its own employees. Its results were astounding, in terms both of the reported broad and satisfactory experience with correspondence work, and the desire for other courses.



The committee has followed through on 3 fronts. It is a long way from completion. First in cooperation with the National University Extension Association it undertook to send employees information on courses already available at institutions. A memorandum from the Director of Personnel was issued to this end. The Graduate School then instituted an individual counseling service.

Second it began to tie together the interests and needs of employees in given areas with the resources of colleges and universities in those areas. As a test, field committees representative of USDA agencies in 10 areas served by outstanding land-grant or other universities were appointed. They conferred with university representatives concerning courses given and needed. In each case the reception and results were excellent.

Third the committee set about trying to develop eight peculiarly federal courses not only not now offered by universities but unlikely to be offered unless USDA develops the materials, demonstrates the need by offering them for a period and then turns them over to the universities. One example is a course on how to organize and operate a small county office. When developed these will be added for a time to the small group of specialized correspondence courses now offered by the Graduate School.

### III. SERVICE ACTIVITIES

Education is a process, hard to measure and even harder to report. The institutional programs of the Graduate School, those making up the role in which it operates as an educational institution are more easily mirrored, however, than are those termed educational service activities. Here the School may function as a link between the Department and a university or another organization, or as an advisor to a bureau on a field problem, or in counselling an employee on an individual matter. Activities such as these do not submit to easy classification and failure to mention one of a myriad of instances in favor of comment on a more generally known activity may be to neglect what in the long run will be the more significant service. Hence in these comments on internship and related activities the reader must realize that around and behind these more easily identified works are a great many smaller services each of no great moment but in total of far-reaching significance.

#### Internship Programs

##### Research Internships

July 1950 marked the beginning of the second year of this program developed in cooperation with the Association of Land-Grant Colleges and Universities. Fifteen nominations were made for the 29 internship openings for graduate students and faculty members. Among universities represented were California, Chicago, Harvard, Ohio State, Maryland, Mississippi State, North Carolina State and Virginia. Five appointments have been made from the 15 nominations. For the 1951 program, bureaus have listed 58 openings, 41 of them outside Washington.

##### Cooperative Extension Education

In his report to Director Ferguson of Ohio Agricultural Extension Service, B. W. Reading, Sandusky County Agent who was here last spring on sabbatical leave, comments on his Graduate School work and conferences with USDA specialists as "...an opportunity every extension worker should have. I would like to repeat it."

##### Sampling Internships

This program has been mentioned under the Department of Mathematics and Statistics.



### Public Lectures and Seminars

Four major lecture series were presented. The traditional Monday afternoon series was on "US Agricultural Policies and Programs". Others were "National and International Policies Affecting Agriculture", "The US and World Affairs" and a series similar in title to the first named, presented at the Plant Industry Station for Agricultural Research Center employees. There were in addition to these series many individual lectures.

Speakers included such authorities as Edwin C. Nourse (Council of Economic Advisers), Secretary of Agriculture Charles F. Brannan, John D. Black (Harvard), A. N. Duckham (British Agricultural Counsellor), N. G. Abhyankar (Indian Embassy), George V. Allen (Ambassador to Yugoslavia), F. T. Wahlen (FAO), Emilio Abello (Phillipine Minister Plenipotentiary), George C. McGhee (Assistant Secretary of State) and many others. A total of some 6000 persons attended the lectures.

In addition to seminars within the Department, Graduate School representatives participated in many similar outside activities. These ranged from the annual meeting of the American Society of Political and Social Sciences, where Middle-east expert Afif Tannous presented a paper on Point 4, to the National Conference on Aging for which the director of the Graduate School served as chairman of the secretariat covering professional education.

### Activities for the Field Service

Already mentioned have been conferences held by committees of USDA representatives with university representatives in 10 areas. The relationships resulting will have important bearing on educational services by those institutions to USDA personnel. Lack of staff and funds prevent the vigorous carrying forward needed in this work.

Reports from Denver indicate federal employees have taken advantage of the special courses offered this year by University of Denver and University of Colorado and forecast in our 1949 annual report. The Denver courses followed a survey of interests there and were based on descriptions and outlines of Graduate School after-hours courses.

### Educational Counseling

Educational Counseling, one of the most significant of Graduate School services, presents at the same time the greatest reporting difficulty. The number of persons counseled was well into four figures. But volume is no true measurement. Essentially, our counseling at whatever level falls into one or more of three frames of reference: giving impetus to those becalmed on course; helping those who sail in circles find direction; and helping others recognize limitations.



## Publications

In July 1950 the General Administration Board authorized establishment of a modest Publications Revolving Fund to finance and to receive income from certain Graduate School publications. The Committee on Publications serves as an advisory group on policy matters. First publication under the fund was What We Learned in Public Administration During the War. Public response has been gratifying and indicates the likelihood of need for a second printing in the near future. Under review as the possible second issuance is a revision of our well-known Lectures and Conferences on Mathematical Statistics, by Jerzy Neyman, now at University of California.

Last fall, Progress in Antibiotics, edited by G. S. Irving and the late H. T. Herrick, was published under contract with a private publisher. Older Graduate School publications continue to have modest sales and wide use as source materials and reference. Thus Washington-Field Relationships in the Federal Service (1942) by Earl W. Loveridge and Peter Keplinger is now available in two other forms. In a revised form it appeared in the 1949 USDA Yearbook, and it served as the basis for a statement on "Administration of Forests, Organization of Forest Service", delivered in September to the UN Scientific Conference on Conservation and Utilization of Resources.



#### IV. CONCLUSION

To a marked degree Graduate School educational activities, particularly in the after-hours programs, provide too few of the provocative developmental relationships among faculty and students which are so meaningful in resident education. On the other hand viewed as a whole the situation here is more truly educational than in many other institutions. Lacking the trappings and sideshows traditional to the usual institution, with an adult student body whose members enroll of their own election, the focus is more clearly and directly on the educational process itself.

At the same time the very purpose and structure of most Graduate School activities give direct emphasis to the specialization and compartmentalization which unfortunately have come to represent so much of education. Here our first concern is not with the whole individual but with that aspect which we by offering certain opportunities and he by his election to use them feel needs developing and supplementing. While our role in most programs cannot be otherwise, we can emphasize, and need to stress more than we do, the contribution which even through specialized education can be made towards the development of originality and inquisitiveness, towards critical and independent thought.

This summer the tensions of cold war burst into the hot flames of the Korean conflict. In the critical period already upon us and in the long pull ahead we must have guns and butter and books. But of all these, education - if we are to win through in terms of the basic convictions which are our impelling forces - is the most important. The Graduate School will use to this end its fullest potentialities.



UNITED STATES DEPARTMENT OF AGRICULTURE

Charles F. Brannan, Secretary of Agriculture

GRADUATE SCHOOL

General Administration Board

T. Roy Reid, Director of Personnel, Chairman  
Hugh H. Bennett, Chief, Soil Conservation Service  
P. V. Cardon, Research Administrator,  
Agricultural Research Administration  
Ivy W. Duggan, Governor, Farm Credit Administration  
C. O. Henderson, Chief, Division of Training,  
Office of Personnel  
Knox T. Hutchinson, Assistant Secretary of Agriculture  
Lyle F. Watts, Chief, Forest Service  
Oris V. Wells, Chief, Bureau of Agricultural Economics  
Claude R. Wickard, Administrator,  
Rural Electrification Administration  
M. L. Wilson, Director, Extension Service

UNITED STATES DEPARTMENT OF AGRICULTURE

Division of Entomology and Plant Quarantine

GENERAL REPORT

Annual Report of the Division of Entomology and Plant Quarantine

For the year ending June 30, 1914.  
Presented to the Senate and House of Representatives  
at their respective sessions, January 13, 1915.  
By the Honorable J. B. Hodge, Director.  
WASHINGTON: GOVERNMENT PRINTING OFFICE: 1915.